



Schoolwide Plan Program (SWP) School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Van Buren Elementary School	33 67090 6032239	May 15, 2025	June 24, 2025

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by Van Buren Elementary School for meeting ESSA's planning requirements for Schoolwide Plan Program (SWP) in alignment with the LCAP and other federal, state, and local programs.

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made inform the SPSA development process.

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Plan Description

Briefly describe your school's plan for effectively meeting the ESSA's planning requirements for Schoolwide Plan Program (SWP) in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

Our school conducted a thorough needs assessment, analyzing student achievement data across various subgroups. This analysis revealed a persistent gap in English Language Arts scores for English Language learners, demonstrating lower proficiency than their peers.

In response, our district developed a comprehensive goal within its Local Control and Accountability Plan (LCAP) to increase college and career readiness, with a particular focus on closing the achievement gap for these identified subgroups. Our school aligned with this goal, establishing specific, measurable targets that directly address the needs of our student population.

To support this goal, we developed a multi-faceted strategy that leverages funding from multiple sources in a coordinated manner. LCAP funds support professional development in the science of reading, aiming to increase the percentage of students meeting standards in reading, with a focus on those displaying the most significant need. Funds from the Every Student Succeeds Act (ESSA) are designated for professional development in research-based instructional strategies for teaching math to socioeconomically disadvantaged students and English learners. These efforts enhance instructional practices and provide targeted support for these populations. Recognizing the importance of family engagement, local funds are allocated to provide translation services for parent workshops, ensuring families have the necessary resources to support their children's academic success.

A structured system of monitoring and evaluation has been established to track student progress, with a particular focus on target subgroups. Regular assessments allow for ongoing data analysis, helping educators identify the most effective strategies and adjust instructional practices to maximize student learning gains. Transparency remains a priority, and we actively communicate our plan, progress updates, and outcomes with parents and community members.

This integrated approach, utilizing ESSA, LCAP, and local funding, reflects our school's commitment to ensuring every student receives the support needed to succeed academically, regardless of background or language proficiency.

Educational Partner Involvement

How, when, and with whom did your Van Buren Elementary School consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

The planning process for the School Plan for Student Achievement (SPSA) and Annual Review and Update at Van Buren Elementary School involved collaboration with a broad range of educational partners. This inclusive approach ensured that diverse perspectives contributed to schoolwide planning, monitoring, and decision-making.

Identification of Educational Partners:

Key educational partners included the School Site Council (SSC), English Learner Advisory Committee (ELAC), Community Schools Committee, school leadership team, teachers, classified staff, and families. These groups represent the voices of the school community in developing and reviewing the SPSA.

Defined Roles in Planning and Decision-Making:

Each educational partner group played a unique and important role:

School Site Council (SSC): Reviewed student performance data, monitored progress on SPSA goals, and approved all SPSA updates and budget allocations.

English Learner Advisory Committee (ELAC): Provided feedback and guidance on the needs of English learners, including input on strategies, resources, and family engagement supports.

Community Schools Committee & Site Leadership Team: Brought together staff and community representatives to provide input on whole-child supports and identify needed resources.

Teachers and Staff: Shared insights on instructional strategies, student progress, and implementation barriers through collaboration meetings and surveys.

Ongoing Meetings and Collaborative Reflection:

The SSC met at least six times throughout the school year to review student data, assess goal progress, and recommend updates to strategies and expenditures. ELAC and other advisory groups held regularly scheduled meetings where SPSA items were discussed. Staff and leadership teams met monthly to review implementation and align efforts.

Use of Data to Inform Decision-Making:

Student performance data—including CAASPP results, internal benchmark assessments, attendance trends, and stakeholder feedback (LCAP and Panorama surveys)—was shared with all educational partners. These data sources helped guide decisions regarding academic programs, intervention supports, professional development, and resource allocation to ensure that SPSA goals were being met effectively.

Communication and Access to Participation:

Educational partners were informed of participation opportunities through flyers, letters, phone calls, Parent Square, and other digital communication platforms. All efforts aimed to ensure transparency and to empower all voices in the school improvement process.

Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the “Red” or “Orange” performance category.

Van Buren Elementary School on the California School Dashboard had no indicators in the red performance category and only English Language Performance in the Orange.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the “all student” performance.

Van Buren Elementary School's performance indicator for English Language Learners on the California School Dashboard was red for overall performance in the area of English Language Arts. English Language students scored 78 points below the standard, with only a 0.6-point increase compared to the increase of 8 points for all students in the area of English Language Arts.

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

Van Buren Elementary has identified several areas for continued improvement based on the most recent California School Dashboard data and local assessments. These areas include English Language Arts (ELA), Mathematics, Chronic Absenteeism, Student Engagement, and Parent Involvement.

Van Buren Elementary received a yellow rating in English Language Arts and Mathematics, showing improvement but still highlighting the need for continued instructional enhancements. In English Language Arts, the school's overall performance improved by 8 points, with students scoring 61.5 points below standard. English Learners remain the most at-risk group in ELA, scoring 78 points below standard with no significant improvement from the previous year. Students with disabilities scored 135.6 points below standard, showing a 6.9-point increase but still significantly underperforming compared to their peers. To address these needs, Van Buren Elementary will continue refining instructional practices by aligning with the Science of Reading, strengthening foundational reading skills, and providing targeted professional development for both general and special education teachers. Collaboration between special education and general education teachers will also be expanded to improve inclusive instructional practices.

In Mathematics, the school's overall performance improved by 13.2 points, but students remain 85.2 points below standard. Students with disabilities scored 150.9 points below standard but showed the highest improvement, increasing by 15.9 points. English Learners improved by 6.1 points but still scored 93.8 points below standard. Although math performance has shown steady improvement, the school will continue to prioritize professional development in research-

based math instruction aligned with California's Mathematics Framework. Focus areas will include conceptual understanding, problem-solving strategies, and math fluency.

In addition to Dashboard indicators, Van Buren uses internal NWEA Benchmark data, as well as class-level and grade-level assessments, to monitor student learning and growth. These tools provide real-time insights into student performance and inform instructional adjustments across all grade levels. These multiple data points help identify learning gaps early and support timely intervention efforts, particularly for high-priority student groups.

Chronic absenteeism at Van Buren Elementary has improved, declining from 30.9% to 22.6%, earning a yellow rating. However, some student groups remain disproportionately affected. Chronic absenteeism among English Learners declined by 13.3 percentage points to 19.2%, showing the most improvement. Among students with disabilities, chronic absenteeism declined by 7.9 percentage points but remains high at 24.1%, indicating a need for continued support. Socioeconomically disadvantaged students saw a decrease of 10.1 percentage points to 22%, but this subgroup remains a focus area. For the 2025-26 school year, Van Buren Elementary will continue monthly attendance team meetings to analyze data, identify barriers, and develop targeted interventions. The school will conduct a root cause analysis on absenteeism among English Learners and students with disabilities to develop specific action plans for reducing absenteeism in these groups.

Spring 2024 Panorama survey results identified key areas for improvement in school climate and student engagement. Only 54% of students felt safe at school, indicating the need for stronger campus safety efforts and social-emotional supports. Only 59% of students saw value in school, suggesting that instructional strategies and student engagement initiatives need to be reinforced. Only 52% of students felt Van Buren had a positive school culture, highlighting the need for continued focus on PBIS, SEL, and student leadership initiatives. To address these concerns, Van Buren Elementary will conduct a root cause analysis and develop action plans focused on expanding PBIS incentives and Tier 2 behavioral interventions to support students with higher needs, strengthening student leadership programs to provide more opportunities for students to shape school culture, and implementing targeted SEL strategies and restorative practices to build positive relationships and foster a sense of belonging.

Although parent survey participation increased from 30–40 respondents to 134 respondents, overall parent engagement in school events and decision-making remains low. The Spring 2024 Panorama data indicated declines in all student support and school environment categories, reinforcing the need for stronger family-school connections. For the 2025–26 school year, Van Buren Elementary will develop new action items to increase parent involvement through community-building events and workshops, strengthen communication strategies by ensuring timely translation of school communications into English and Spanish, and expand parent leadership opportunities through ELAC, SSC, and family engagement initiatives.

As part of its ongoing needs assessment, Van Buren Elementary has also identified a need for increased professional development opportunities, especially those supporting the implementation of targeted interventions for struggling learners, particularly English Learners and students with disabilities. Additionally, the school will provide expanded professional learning for instructional aides and Bilingual Learning Youth Support (BLYS) staff, to ensure these key support personnel are equipped to reinforce academic goals and serve student needs effectively.

Van Buren Elementary has made notable progress in academic performance, attendance, and student engagement, but key areas still require targeted support. The school will continue implementing evidence-based instructional strategies, attendance interventions, PBIS and SEL programs, and parent engagement efforts to address these needs and ensure continuous growth for all students.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level Van Buren Elementary School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	%	0.61%	0.21%	0	3	1
African American	0.77%	1.01%	0.64%	4	5	3
Asian	%	0%	0.21%	0	0	1
Filipino	0.19%	0.2%	%	1	1	
Hispanic/Latino	90.38%	89.45%	91.03%	470	441	426
Pacific Islander	%	0%	0.21%	0	0	1
White	5.96%	5.27%	5.13%	31	26	24
Multiple/No Response	0.58%	0.81%	0.64%	3	4	3
Total Enrollment				520	493	468

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Transitional Kindergarten			14
Kindergarten	75	77	36
Grade 1	69	60	65
Grade 2	75	67	60
Grade3	75	64	71
Grade 4	74	80	67
Grade 5	72	76	80
Grade 6	80	69	75
Total Enrollment	520	493	468

Conclusions based on this data:

1. Van Buren Elementary has experienced a steady decline in enrollment, with total enrollment decreasing from 520 students in 2021-22 to 468 students in 2023-24. This trend suggests a continued decrease in student population, which could impact the number of classes per grade level and staffing allocations. Strategic planning will be necessary to adjust resources and maintain effective class sizes while ensuring that student needs are met.

2. The Hispanic/Latino student population remains the dominant demographic, comprising 91.03% of the total student body, even as overall enrollment declines. To support this population effectively, Van Buren Elementary should continue working with community organizations and culturally responsive instructional practices to ensure inclusive learning experiences.
3. Early grade enrollment, particularly in kindergarten, has dropped significantly, from 75 students in 2021-22 to only 36 students in 2023-24. This decline in the foundational grade levels may lead to long-term enrollment challenges, affecting the overall school structure in future years.

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	196	192	187	38.3%	37.7%	40.0%
Fluent English Proficient (FEP)	71	52	55	16.2%	13.7%	11.8%
Reclassified Fluent English Proficient (RFEP)	6	13	15	3%	3%	8.0%

Conclusions based on this data:

1. The percentage of English Learners (ELs) at Van Buren Elementary increased from 37.7% in 2022-23 to 40.0% in 2023-24. This indicates that a significant portion of the student body requires English language development (ELD) support. To address this, the school should continue refining designated and integrated ELD instruction, expanding bilingual resources, and providing targeted interventions to accelerate language acquisition.
2. The number of students reclassified as Fluent English Proficient (RFEP) has remained low, with only a small percentage of ELs successfully reclassifying each year. This emphasizes the need for focused support on literacy and language development strategies, increased professional development for teachers on EL instructional strategies (such as QTEL), and stronger monitoring of student progress towards reclassification goals.
3. The decrease in Fluent English Proficient (FEP) students may indicate that fewer students are exiting EL status successfully. This suggests a need for stronger early intervention programs, increased parent engagement in language development at home, and more targeted instructional strategies that focus on accelerating English proficiency while maintaining high academic achievement.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	80	64	69	80	64	69	80	64	69	100.0	100.0	100
Grade 4	77	82	68	77	81	68	77	81	68	100.0	98.8	100
Grade 5	72	74	80	72	72	77	72	72	77	100.0	97.3	96.3
Grade 6	82	74	74	81	73	74	81	73	74	98.8	98.6	100
All Grades	311	294	291	310	290	288	310	290	288	99.7	98.6	99

The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2328.	2351.	2366.	2.50	4.69	11.59	10.00	12.50	10.14	17.50	21.88	27.54	70.00	60.94	50.72
Grade 4	2391.	2395.	2406.	7.79	6.17	4.41	12.99	7.41	22.06	22.08	29.63	25.00	57.14	56.79	48.53
Grade 5	2421.	2449.	2436.	6.94	8.33	5.19	11.11	18.06	19.48	20.83	26.39	23.38	61.11	47.22	51.95
Grade 6	2482.	2446.	2479.	3.70	6.85	5.41	24.69	13.70	21.62	32.10	19.18	33.78	39.51	60.27	39.19
All Grades	N/A	N/A	N/A	5.16	6.55	6.60	14.84	12.76	18.40	23.23	24.48	27.43	56.77	56.21	47.57

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	3.75	3.13	4.35	50.00	57.81	65.22	46.25	39.06	30.43
Grade 4	9.09	4.94	7.35	58.44	62.96	66.18	32.47	32.10	26.47
Grade 5	8.33	6.94	3.90	44.44	59.72	63.64	47.22	33.33	32.47
Grade 6	4.94	8.22	9.46	54.32	38.36	56.76	40.74	53.42	33.78
All Grades	6.45	5.86	6.25	51.94	54.83	62.85	41.61	39.31	30.90

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	1.25	4.69	5.80	37.50	42.19	52.17	61.25	53.13	42.03
Grade 4	2.60	7.41	2.94	50.65	45.68	48.53	46.75	46.91	48.53
Grade 5	2.78	6.94	10.39	50.00	54.17	41.56	47.22	38.89	48.05
Grade 6	4.94	1.37	8.11	59.26	45.21	56.76	35.80	53.42	35.14
All Grades	2.90	5.17	6.94	49.35	46.90	49.65	47.74	47.93	43.40

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	1.25	4.69	2.90	73.75	68.75	72.46	25.00	26.56	24.64
Grade 4	7.79	4.94	1.47	64.94	67.90	75.00	27.27	27.16	23.53
Grade 5	6.94	9.72	9.09	69.44	73.61	63.64	23.61	16.67	27.27
Grade 6	11.11	4.11	9.46	67.90	69.86	66.22	20.99	26.03	24.32
All Grades	6.77	5.86	5.90	69.03	70.00	69.10	24.19	24.14	25.00

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2.50	0.00	8.70	46.25	60.94	55.07	51.25	39.06	36.23
Grade 4	3.90	3.70	5.88	67.53	67.90	66.18	28.57	28.40	27.94
Grade 5	8.33	8.33	10.39	41.67	59.72	58.44	50.00	31.94	31.17
Grade 6	8.64	12.33	10.81	70.37	54.79	59.46	20.99	32.88	29.73
All Grades	5.81	6.21	9.03	56.77	61.03	59.72	37.42	32.76	31.25

Conclusions based on this data:

1. On the English Language Arts/Literacy Assessment, the percentage of students in the "nearly met" category increased across multiple domains, particularly in reading and writing. This suggests that many students are on the verge of meeting proficiency but require additional targeted interventions. Providing focused instruction, small-group tutoring, and scaffolded lessons will be essential in pushing these students to the next level of proficiency.

2. On the English Language Arts/Literacy Assessment, writing remains the weakest domain compared to other literacy areas. The percentage of students scoring at or near standard in writing increased slightly from 46.90% to 49.65%, but remains significantly lower than reading (62.85%), research/inquiry (59.72%), and listening (69.10%). Compared to the prior year's decline, this slight improvement signals some progress, but writing still requires targeted instructional strategies. As the staff plans for the 2025-26 school year, enhancing writing-focused instruction and interventions will be essential to boost student success.
3. On the English Language Arts/Literacy Assessment, the gap between students exceeding standards and those not meeting standards remains large, with only 6.60% of students exceeding the standard, while 47.57% did not meet the standard. This suggests that while some students are making progress, many remain far behind grade-level expectations. Implementing accelerated learning strategies, extended instructional time, and differentiated teaching will be crucial in closing this gap.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	80	64	69	79	64	69	79	64	69	98.8	100.0	100
Grade 4	77	82	68	77	81	68	77	81	68	100.0	98.8	100
Grade 5	72	74	80	72	72	80	71	72	80	100.0	97.3	100
Grade 6	82	74	74	81	73	74	81	73	74	98.8	98.6	100
All Grades	311	294	291	309	290	291	308	290	291	99.4	98.6	100

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2348.	2366.	2372.	2.53	1.56	7.25	11.39	9.38	17.39	20.25	25.00	17.39	65.82	64.06	57.97
Grade 4	2382.	2401.	2405.	1.30	1.23	1.47	9.09	14.81	8.82	25.97	32.10	39.71	63.64	51.85	50.00
Grade 5	2393.	2424.	2431.	1.41	0.00	2.50	4.23	5.56	10.00	11.27	36.11	32.50	83.10	58.33	55.00
Grade 6	2445.	2400.	2448.	2.47	5.48	4.05	7.41	4.11	13.51	35.80	12.33	21.62	54.32	78.08	60.81
All Grades	N/A	N/A	N/A	1.95	2.07	3.78	8.12	8.62	12.37	23.70	26.55	27.84	66.23	62.76	56.01

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2.53	3.13	8.70	31.65	45.31	34.78	65.82	51.56	56.52
Grade 4	3.90	3.70	1.47	32.47	39.51	45.59	63.64	56.79	52.94
Grade 5	1.41	1.39	2.50	30.99	45.83	46.25	67.61	52.78	51.25
Grade 6	1.23	6.85	4.05	43.21	26.03	51.35	55.56	67.12	44.59
All Grades	2.27	3.79	4.12	34.74	38.97	44.67	62.99	57.24	51.20

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	6.33	4.69	4.35	53.16	62.50	52.17	40.51	32.81	43.48
Grade 4	5.19	2.47	1.47	42.86	49.38	58.82	51.95	48.15	39.71
Grade 5	1.41	0.00	1.25	49.30	54.17	56.25	49.30	45.83	42.50
Grade 6	0.00	6.85	6.76	60.49	39.73	48.65	39.51	53.42	44.59
All Grades	3.25	3.45	3.44	51.62	51.03	53.95	45.13	45.52	42.61

Conclusions based on this data:

1. On the concepts and procedures domain, which measures students' ability to apply mathematical skills, the percentage of students scoring at or near the standard increased from 38.62% to 44.67%, a total gain of 6.05%. Additionally, the percentage of students below standard decreased from 58.97% to 51.20%, a total improvement of 7.77%. This indicates steady progress in foundational math skills, and it will be crucial to continue refining instructional strategies to support further growth in mathematical concepts and procedures.
2. The communicating reasoning domain highlights that while a majority of students are performing at or near standard, the percentage of students exceeding the standard remains low across all grade levels. This points to a need for targeted strategies that support diverse learners in articulating their mathematical thinking
3. Across all grade levels, the percentage of students exceeding the standard remains below 4%, indicating a lack of students achieving mastery in mathematics. This underscores the need for inquiry-based learning approaches, student-led mathematical discussions, and increased exposure to complex, multi-step problem-solving tasks to deepen understanding. Expanding peer mentoring and collaborative learning opportunities can also support students in developing stronger analytical and reasoning skills, ultimately fostering a higher level of mathematical mastery.

School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](https://www.cde.ca.gov/ta/tg/eng/elpac/) web page or the [ELPAC.org](https://elpac.org) website for more information about the ELPAC.

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	1425.6	1407.8	1398.5	1441.7	1419.5	1417.5	1387.5	1380.6	1354.2	33	32	23
1	1421.9	1441.0	1421.6	1449.4	1467.5	1443.0	1393.9	1413.9	1399.9	25	27	28
2	1472.6	1444.7	1459.6	1491.1	1456.3	1479.2	1453.6	1432.4	1439.6	36	27	29
3	1468.5	1483.7	1459.0	1473.0	1492.3	1458.1	1463.5	1474.5	1459.4	33	26	20
4	1511.1	1495.8	1513.5	1512.4	1494.2	1511.2	1509.2	1496.7	1515.3	29	35	26
5	1507.5	1543.3	1507.2	1512.2	1552.6	1498.7	1502.5	1533.4	1515.1	17	23	33
6	1522.1	1514.3	1514.9	1517.9	1527.2	1500.8	1525.9	1500.9	1528.6	23	17	18
All Grades										196	187	177

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	9.09	9.38	4.35	51.52	34.38	34.78	24.24	37.50	34.78	15.15	18.75	26.09	33	32	23
1	0.00	0.00	3.57	20.00	33.33	28.57	40.00	48.15	32.14	40.00	18.52	35.71	25	27	28
2	5.56	7.41	6.90	63.89	18.52	34.48	11.11	55.56	37.93	19.44	18.52	20.69	36	27	29
3	3.03	3.85	0.00	18.18	30.77	20.00	51.52	65.38	45.00	27.27	0.00	35.00	33	26	20
4	24.14	5.71	19.23	34.48	40.00	38.46	27.59	37.14	38.46	13.79	17.14	3.85	29	35	26
5	17.65	30.43	12.12	35.29	52.17	42.42	23.53	13.04	27.27	23.53	4.35	18.18	17	23	33
6	17.39	23.53	16.67	39.13	23.53	22.22	26.09	29.41	50.00	17.39	23.53	11.11	23	17	18
All Grades	10.20	10.16	9.04	38.78	33.69	32.77	29.08	41.71	36.72	21.94	14.44	21.47	196	187	177

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	24.24	15.63	13.04	39.39	40.63	30.43	24.24	25.00	34.78	12.12	18.75	21.74	33	32	23
1	20.00	22.22	21.43	32.00	48.15	28.57	28.00	25.93	35.71	20.00	3.70	14.29	25	27	28
2	36.11	7.41	31.03	44.44	48.15	34.48	16.67	29.63	24.14	2.78	14.81	10.34	36	27	29
3	9.09	15.38	5.00	42.42	73.08	35.00	30.30	11.54	35.00	18.18	0.00	25.00	33	26	20
4	37.93	22.86	38.46	31.03	54.29	50.00	20.69	17.14	7.69	10.34	5.71	3.85	29	35	26
5	29.41	47.83	30.30	41.18	43.48	45.45	11.76	4.35	12.12	17.65	4.35	12.12	17	23	33
6	34.78	52.94	27.78	39.13	17.65	22.22	17.39	5.88	38.89	8.70	23.53	11.11	23	17	18
All Grades	27.04	24.06	24.86	38.78	48.13	36.16	21.94	18.18	25.42	12.24	9.63	13.56	196	187	177

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	6.06	3.13	4.35	12.12	25.00	8.70	60.61	46.88	52.17	21.21	25.00	34.78	33	32	23
1	0.00	0.00	3.57	8.00	11.11	7.14	12.00	44.44	28.57	80.00	44.44	60.71	25	27	28
2	0.00	3.70	3.45	38.89	11.11	34.48	36.11	40.74	13.79	25.00	44.44	48.28	36	27	29
3	0.00	0.00	0.00	9.09	15.38	10.00	39.39	53.85	30.00	51.52	30.77	60.00	33	26	20
4	10.34	2.86	15.38	27.59	28.57	23.08	37.93	34.29	30.77	24.14	34.29	30.77	29	35	26
5	5.88	4.35	9.09	11.76	17.39	24.24	52.94	65.22	42.42	29.41	13.04	24.24	17	23	33
6	13.04	0.00	5.56	8.70	17.65	22.22	56.52	29.41	55.56	21.74	52.94	16.67	23	17	18
All Grades	4.59	2.14	6.21	17.86	18.72	19.21	41.84	44.92	35.03	35.71	34.22	39.55	196	187	177

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	24.24	9.38	13.04	66.67	71.88	60.87	9.09	18.75	26.09	33	32	23
1	20.00	59.26	21.43	60.00	40.74	60.71	20.00	0.00	17.86	25	27	28
2	47.22	14.81	31.03	50.00	70.37	58.62	2.78	14.81	10.34	36	27	29
3	21.21	19.23	5.00	63.64	73.08	65.00	15.15	7.69	30.00	33	26	20
4	48.28	22.86	46.15	41.38	65.71	46.15	10.34	11.43	7.69	29	35	26
5	17.65	26.09	18.18	70.59	69.57	66.67	11.76	4.35	15.15	17	23	33
6	17.39	17.65	33.33	65.22	47.06	33.33	17.39	35.29	33.33	23	17	18
All Grades	29.59	24.06	24.29	58.67	63.64	57.06	11.73	12.30	18.64	196	187	177

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	21.21	15.63	17.39	57.58	65.63	65.22	21.21	18.75	17.39	33	32	23
1	16.00	14.81	7.14	64.00	62.96	71.43	20.00	22.22	21.43	25	27	28
2	33.33	22.22	31.03	63.89	62.96	58.62	2.78	14.81	10.34	36	27	29
3	21.21	38.46	15.00	60.61	61.54	55.00	18.18	0.00	30.00	33	26	20
4	44.83	37.14	38.46	44.83	54.29	57.69	10.34	8.57	3.85	29	35	26
5	47.06	78.26	57.58	35.29	17.39	30.30	17.65	4.35	12.12	17	23	33
6	56.52	64.71	33.33	39.13	23.53	55.56	4.35	11.76	11.11	23	17	18
All Grades	32.65	35.83	29.94	54.08	52.41	55.37	13.27	11.76	14.69	196	187	177

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	9.09	3.13	0.00	72.73	78.13	60.87	18.18	18.75	39.13	33	32	23
1	4.00	3.70	3.57	16.00	37.04	35.71	80.00	59.26	60.71	25	27	28
2	5.56	3.70	3.45	69.44	48.15	48.28	25.00	48.15	48.28	36	27	29
3	3.03	0.00	5.00	27.27	53.85	25.00	69.70	46.15	70.00	33	26	20
4	3.45	2.86	7.69	58.62	48.57	53.85	37.93	48.57	38.46	29	35	26
5	5.88	8.70	9.09	52.94	69.57	51.52	41.18	21.74	39.39	17	23	33
6	13.04	0.00	5.56	30.43	29.41	50.00	56.52	70.59	44.44	23	17	18
All Grades	6.12	3.21	5.08	48.47	53.48	46.89	45.41	43.32	48.02	196	187	177

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	18.18	28.13	13.04	45.45	40.63	39.13	36.36	31.25	47.83	33	32	23
1	0.00	0.00	0.00	60.00	74.07	57.14	40.00	25.93	42.86	25	27	28
2	13.89	7.41	13.79	63.89	66.67	55.17	22.22	25.93	31.03	36	27	29
3	3.03	0.00	0.00	69.70	88.46	65.00	27.27	11.54	35.00	33	26	20
4	17.24	17.14	19.23	68.97	60.00	69.23	13.79	22.86	11.54	29	35	26
5	5.88	26.09	15.15	76.47	65.22	63.64	17.65	8.70	21.21	17	23	33
6	8.70	0.00	16.67	82.61	70.59	77.78	8.70	29.41	5.56	23	17	18
All Grades	10.20	12.30	11.30	65.31	65.24	60.45	24.49	22.46	28.25	196	187	177

Conclusions based on this data:

1. On the ELPAC Writing domain, student performance remains low, with only 11.30% of students reaching the Well-Developed level, while 28.25% are still in the Beginning level. While this represents some progress, it highlights

the ongoing need for writing intervention programs, explicit writing instruction, and increased opportunities for structured writing practice across all grade levels.

2. Across all grade levels, Kindergarten and Grade 1 continue to have the highest percentages of students in the Beginning level across all ELPAC domains, particularly in reading and writing. This suggests that early intervention strategies, including structured literacy instruction and phonemic awareness activities, should be a priority to build a strong foundation for language development.
3. While overall English proficiency levels show slight improvements, a significant number of students remain at Level 1 or Level 2 in multiple domains. To accelerate language acquisition, targeted small-group instruction, increased exposure to academic language, and more intensive language development programs are necessary. Additionally, implementing Quality Teaching for English Learners (QTEL) professional development for staff will be essential in providing rigorous, engaging, and scaffolded instruction that supports English Learners (ELs) in achieving higher proficiency levels.

School and Student Performance Data

Student Population

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

This section provides information about the school's student population.

2023-24 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
468	90.4%	40%	0.2%
Total Number of Students enrolled in Van Buren Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2023-24 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	187	40%
Foster Youth	1	0.2%
Homeless	2	0.4%
Socioeconomically Disadvantaged	423	90.4%
Students with Disabilities	67	14.3%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	3	0.6%
American Indian	1	0.2%
Asian	1	0.2%
Filipino	0	0.0%
Hispanic	426	91%
Two or More Races	3	0.6%
Pacific Islander	1	0.2%
White	24	5.1%

Conclusions based on this data:

- With 40% of the student population identified as English Learners (ELs), it is critical that the school continues to refine and strengthen instructional practices for language development. The implementation of structured English

Language Development (ELD), QTEL professional development for staff, and integrated supports across content areas will be key to fostering language proficiency and academic achievement for English Learners.

2. The percentage of students with disabilities has increased to 14.3%, reinforcing the need for strong collaboration between general education teachers and the special education team. To ensure equitable access to learning, instructional strategies should include co-teaching models, differentiated instruction, and targeted interventions to support student success in all academic areas.
3. The student population at Van Buren Elementary School remains significantly socioeconomically disadvantaged, with 90.4% of students qualifying for free or reduced-price meals or having parents/guardians without a high school diploma. Given this, it will be essential for the school to develop and expand systems of support for students and families, fostering a supportive school environment that leverages community partnerships, academic interventions, and social-emotional learning (SEL) initiatives to address student needs.

School and Student Performance Data

Overall Performance






The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



2024 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<div>English Language Arts</div> <div> Yellow</div>	<div>Chronic Absenteeism</div> <div> Yellow</div>	<div>Suspension Rate</div> <div> Blue</div>
<div>Mathematics</div> <div> Yellow</div>		
<div>English Learner Progress</div> <div> Orange</div>		

Conclusions based on this data:

1. English Learner Progress received an orange performance rating, indicating that while some progress has been made, ELs are still struggling to meet proficiency goals. It will be essential to strengthen designated and integrated ELD instruction, provide QTEL (Quality Teaching for English Learners) professional development for teachers, and ensure targeted language development support to accelerate English proficiency growth.

2. Chronic absenteeism remains a concern, receiving a yellow rating, emphasizing the need for continued efforts to improve student attendance. To address this issue, Van Buren Elementary will continue to hold monthly attendance meetings, identify barriers to regular attendance, and work collaboratively with families and community partners to support student engagement and school participation.
3. Both English Language Arts and Mathematics received a yellow performance rating, suggesting moderate performance with room for improvement. To enhance student achievement, the 2025-26 school year should focus on refining instructional strategies in both subjects by aligning teaching practices with the Science of Reading in ELA and implementing research-based strategies from California's Mathematics Framework.

School and Student Performance Data

Academic Performance English Language Arts

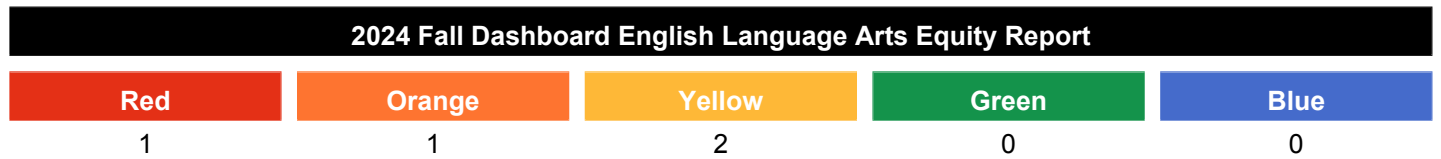
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”












This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<div>All Students</div> <div></div> <div>Yellow</div> <div>61.5 points below standard</div> <div>Increased 8.0 points</div> <div>281 Students</div>	<div>English Learners</div> <div></div> <div>Red</div> <div>78.0 points below standard</div> <div>Maintained 0.6 points</div> <div>118 Students</div>	<div>Long-Term English Learners</div> <div></div> <div>No Performance Color</div> <div>Less than 11 Students</div> <div>4 Students</div>
<div>Foster Youth</div> <div></div> <div>No Performance Color</div> <div>0 Students</div>	<div>Homeless</div> <div></div> <div>No Performance Color</div> <div>Less than 11 Students</div> <div>2 Students</div>	<div>Socioeconomically Disadvantaged</div> <div></div> <div>Yellow</div> <div>62.7 points below standard</div> <div>Increased 11.2 points</div> <div>257 Students</div>

Students with Disabilities  Orange 135.6 points below standard Increased 6.9 points 60 Students	African American  No Performance Color Less than 11 Students 1 Student	American Indian  No Performance Color 0 Students
Asian  No Performance Color Less than 11 Students 1 Student	Filipino  No Performance Color 0 Students	Hispanic  Yellow 59.2 points below standard Increased 9.6 points 258 Students
Two or More Races  No Performance Color Less than 11 Students 1 Student	Pacific Islander  No Performance Color 0 Students	White  No Performance Color 86.4 points below standard Declined 6.1 points 18 Students

Conclusions based on this data:

1. Academic performance in English Language Arts (ELA) improved, with students increasing by 8 points, placing Van Buren Elementary in the Yellow indicator category on the California School Dashboard. While progress has been made, students remain 61.5 points below the standard, emphasizing the need for continued focus on high-quality core instruction
2. Students with Disabilities (SWD) continue to be the most significantly underperforming group, scoring 135.6 points below the standard, despite a 6.9-point increase. Their performance gap remains large compared to other student groups.
3. Hispanic students, who make up the majority of the student population, scored 59.2 points below the standard but showed notable improvement with a 9.6-point increase—exceeding the overall school growth of 8 points. To continue fostering the progress of Hispanic students, the staff at Van Buren Elementary will analyze and refine instructional practices.

School and Student Performance Data

Academic Performance Mathematics

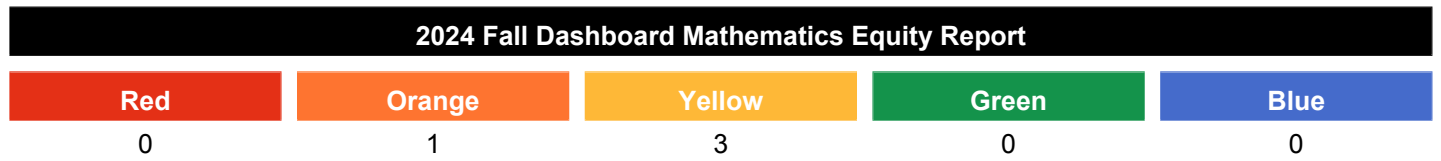
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.







Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”












This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2024 Fall Dashboard Mathematics Performance for All Students/Student Group		
<div>All Students</div> <div> Yellow</div> <div>85.2 points below standard</div> <div>Increased 13.2 points</div> <div>283 Students</div>	<div>English Learners</div> <div> Yellow</div> <div>93.8 points below standard</div> <div>Increased 6.1 points</div> <div>120 Students</div>	<div>Long-Term English Learners</div> <div> No Performance Color</div> <div>Less than 11 Students</div> <div>4 Students</div>
<div>Foster Youth</div> <div> No Performance Color</div> <div>0 Students</div>	<div>Homeless</div> <div> No Performance Color</div> <div>Less than 11 Students</div> <div>2 Students</div>	<div>Socioeconomically Disadvantaged</div> <div> Yellow</div> <div>87.4 points below standard</div> <div>Increased 14.3 points</div> <div>259 Students</div>

Students with Disabilities  Orange 150.9 points below standard Increased 15.9 points 60 Students	African American  No Performance Color Less than 11 Students 1 Student	American Indian  No Performance Color 0 Students
Asian  No Performance Color Less than 11 Students 1 Student	Filipino  No Performance Color 0 Students	Hispanic  Yellow 82.3 points below standard Increased 15.3 points 260 Students
Two or More Races  No Performance Color Less than 11 Students 1 Student	Pacific Islander  No Performance Color 0 Students	White  No Performance Color 102.1 points below standard Declined 8.8 points 18 Students

Conclusions based on this data:

1. Van Buren Elementary students improved in Mathematics, increasing by 13.2 points, but still remain 85.2 points below the standard. Van Buren will continue to focus on research-based instructional practices will be necessary to accelerate growth. For the 2025-26 school year, staff will continue to engage in professional development aligned with California's Mathematics Framework, emphasizing conceptual understanding, problem-solving, and math fluency.
2. Students with Disabilities (SWD) continue to score significantly below standard, with a performance gap of 150.9 points. However, they showed the highest improvement, increasing by 15.9 points. To sustain this progress, it will be critical to strengthen inclusive instructional strategies, provide targeted interventions, and ensure that special education and general education teachers collaborate to support math achievement for SWD.
3. Hispanic students, the largest student demographic, improved by 15.3 points but remain 82.3 points below the standard. To further support their growth, the school will focus on culturally responsive teaching strategies, differentiated instruction, and targeted interventions to continue closing the achievement gap.

School and Student Performance Data



Academic Performance English Learner Progress

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	Long-Term English Learner Progress
 Orange	 No Performance Color
36.6% making progress.	making progress.
Number Students: 145 Students	Number Students: 3 Students

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2024 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
28.3%	34.5%	0%	35.9%

Conclusions based on this data:

- 28.3% of English Learners regressed by at least one ELPI level, highlighting the need for targeted interventions to prevent language loss. Focus should be placed on consistent progress monitoring, small-group language instruction, and scaffolded academic support to ensure students continue developing their English proficiency without regression.
- No students maintained ELPI Level 4 (the highest level of English proficiency), and 34.5% of students remained at lower ELPI levels, suggesting that many students are stagnating in their language development. To address this, Van Buren Elementary should refine instructional strategies to ensure ELs progress through proficiency levels by emphasizing academic vocabulary development, structured speaking and writing activities, and increased exposure to rigorous, language-rich classroom environments.
- Only 36.6% of English Learners at Van Buren Elementary made progress towards English proficiency, indicating a need for stronger language development interventions. To improve outcomes, the school must enhance designated and integrated English Language Development (ELD) instruction, incorporate structured oral language practice, and provide professional development for teachers in research-based EL strategies such as QTEL (Quality Teaching for English Learners).

School and Student Performance Data

Academic Engagement Chronic Absenteeism

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Chronic Absenteeism Equity Report

Red

Orange

Yellow

Green

Blue

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group

All Students



Yellow

22.6% Chronically Absent

Declined 8.2

495 Students

English Learners



Yellow

19.2% Chronically Absent

Declined 13.3

208 Students

Long-Term English Learners



No Performance Color

Fewer than 11 students - data not displayed for privacy

5 Students

Foster Youth



No Performance Color

Fewer than 11 students - data not displayed for privacy

1 Student

Homeless



No Performance Color

Fewer than 11 students - data not displayed for privacy

4 Students

Socioeconomically Disadvantaged












Yellow

22% Chronically Absent

Declined 10.1

455 Students

Students with Disabilities  Orange 24.1% Chronically Absent Declined 7.9 87 Students	African American  No Performance Color Fewer than 11 students - data not displayed for privacy 4 Students	American Indian  No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student
Asian  No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student	Filipino  No Performance Color 0 Students	Hispanic  Yellow 22.4% Chronically Absent Declined 9.2 450 Students
Two or More Races  No Performance Color 33.3% Chronically Absent Declined 5.6 12 Students	Pacific Islander  No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student	White  No Performance Color 19.2% Chronically Absent Increased 1.4 26 Students

Conclusions based on this data:

1. Overall chronic absenteeism at Van Buren Elementary improved, declining by 8.2 percentage points to 22.6%. While this is a positive trend, the rate is still high, indicating that absenteeism remains a key area of focus. For the 2025-2026 school year, the school will continue implementing attendance monitoring, early intervention strategies, and family engagement initiatives to further reduce absenteeism and improve student engagement.
2. English Learners showed the most significant improvement, with chronic absenteeism declining by 13.3 percentage points to 19.2%. Despite this progress, attendance interventions tailored to EL families should continue, ensuring that language barriers and family engagement issues are addressed to support consistent attendance.
3. Students with Disabilities remain among the highest chronically absent groups, at 24.1%, despite a 7.9 percentage point decline. To further reduce absenteeism, collaboration between general and special education staff, along with individualized attendance plans and increased school-home communication, will be necessary to support consistent school attendance and academic success.

School and Student Performance Data

Conditions & Climate Suspension Rate

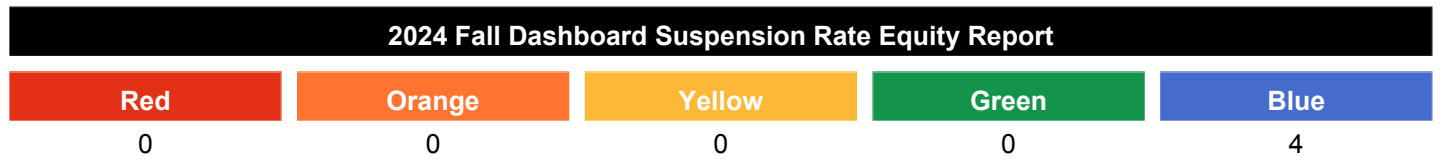
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.







Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”












This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2024 Fall Dashboard Suspension Rate for All Students/Student Group		
<div>All Students</div> <div> Blue</div> <div>0% suspended at least one day</div> <div>Maintained 0.2%</div> <div>516 Students</div>	<div>English Learners</div> <div> Blue</div> <div>0% suspended at least one day</div> <div>Maintained 0%</div> <div>216 Students</div>	<div>Long-Term English Learners</div> <div> No Performance Color</div> <div>Fewer than 11 students - data not displayed for privacy</div> <div>5 Students</div>
<div>Foster Youth</div> <div> No Performance Color</div> <div>Fewer than 11 students - data not displayed for privacy</div> <div>1 Student</div>	<div>Homeless</div> <div> No Performance Color</div> <div>Fewer than 11 students - data not displayed for privacy</div> <div>6 Students</div>	<div>Socioeconomically Disadvantaged</div> <div> Blue</div> <div>0% suspended at least one day</div> <div>Maintained 0.2%</div> <div>473 Students</div>

Students with Disabilities  Blue 0% suspended at least one day Maintained 0% 89 Students	African American  No Performance Color Fewer than 11 students - data not displayed for privacy 4 Students	American Indian  No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student
Asian  No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student	Filipino  No Performance Color 0 Students	Hispanic  Blue 0% suspended at least one day Maintained 0.2% 466 Students
Two or More Races  No Performance Color 0% suspended at least one day Maintained 0% 13 Students	Pacific Islander  No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student	White  No Performance Color 0% suspended at least one day Maintained 0% 30 Students

Conclusions based on this data:

1. While the suspension rate is at 0%, continued monitoring and data analysis are necessary to sustain this success. The school should continue using behavior tracking systems to identify early intervention opportunities and ensure that students displaying behavioral challenges receive targeted support before disciplinary actions become necessary.
2. Students with Disabilities (SWD) also maintained a 0% suspension rate, demonstrating that inclusive behavioral supports are effective. To sustain this progress, special education and general education staff should continue collaborating to ensure that behavior interventions are individualized and aligned with students' needs through Individualized Education Plans (IEPs) and behavior intervention strategies.
3. For the 2025-26 school year, the goal is to maintain the blue indicator by continuing to foster a positive school culture. Staff will focus on strengthening PBIS strategies, utilizing the Second Step SEL curriculum, and implementing restorative practices to support student behavior while minimizing disciplinary actions.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 1

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

All students will be college and career ready.

The aim of college and career readiness is to ensure all students graduate high school prepared for their futures. This means equipping them with the academic foundation, critical thinking skills, and real-world experience to succeed in either higher education or directly in their chosen career path. By fostering college and career readiness, we empower students to transition smoothly into their next chapter and contribute meaningfully to the workforce.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

All students will be college and career-ready.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Van Buren Elementary School has identified ongoing academic performance gaps across several student groups, particularly English Learners, students with disabilities, and socioeconomically disadvantaged students. Based on the 2024 California School Dashboard, students scored 61.5 points below standard in English Language Arts (ELA) and 85.2 points below standard in Mathematics, with students with disabilities scoring 135.6 points below standard in ELA and 150.9 points below standard in Math. Although there has been some improvement in overall ELA outcomes, writing continues to be the lowest-performing domain, with less than 7% of students exceeding standards and a high percentage of students scoring below standard across all grade levels.

In Mathematics, the percentage of students performing at or above grade level on the NWEA increased from 14% in Winter 2023 to 28% in Winter 2024, and CAASPP data showed a decrease in the number of students scoring below standard from 66.23% to 62.76%. Despite these gains, the majority of students are not meeting grade-level expectations, and outcomes in the communicating reasoning domain indicate the need to strengthen students' ability to explain and justify their mathematical thinking.

For English Learners—who represent 40% of the student population—progress toward English proficiency remains limited, with only 36.6% demonstrating growth according to ELPAC results, and a reclassification rate of 7.65%. ELPAC data also indicate low performance in the reading and writing domains, particularly in early grades, signaling a need for more structured support in foundational literacy and language development.

To address these needs, Van Buren Elementary is engaging in ongoing collaboration through its leadership team and with site staff to identify areas for continued refinement and adjustment. In literacy, TK–2 teachers will continue prioritizing Heggerty for phonemic awareness and UFLI for Tier 1 phonics instruction as a key focus area. In grades 3–6, teachers will continue to deepen their understanding of the Science of Reading and explore structured literacy components more intentionally to strengthen Tier 1 instructional practices. Additionally, the school will begin to explore SIPPS as a Tier 2 intervention to support students who need additional reading instruction beyond core programming.

Writing instruction is being supported through explicit teaching across content areas, structured writing routines, and targeted small-group support informed by formative data. In mathematics, instructional strategies are aligned with California's Mathematics Framework, with an emphasis on student-centered and inquiry-based learning. Professional learning cohorts are organized by grade spans to provide targeted instructional support, and increased collaboration between general and special education staff ensures more cohesive instructional practices. For English Learners, both designated and integrated ELD instruction have been enhanced, and bilingual language tutors are supporting access to content and language development.

These collaborative, data-informed efforts are designed to strengthen core instruction, close achievement gaps, and support all students in meeting grade-level standards while preparing them for future college and career readiness. In addition, the school recognizes the importance of strengthening parent engagement to foster meaningful partnerships that bridge learning between home and school. Efforts to increase family involvement will focus on providing families with tools, strategies, and communication that emphasize the importance of daily learning and reinforce academic expectations across settings.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
LCFF Priority 4: Pupil Achievement on Statewide Assessments: California Assessment of Student Performance and Progress (CAASPP): English/Language Arts (ELA) Academic Indicator: Distance from Standard (DFS)	All Students -61.5 English Learners -78 Long-Term English Learners -N/A Foster Youth-N/A Homeless- N/A Socioeconomically Disadvantaged - 62.7 Students with Disabilities -135.6 African American - N/A Asian - N/A Filipino - N/A Hispanic -59.2	All Students -50.0 English Learners -65 Long-Term English Learners - N/A Foster Youth - N/A Homeless - N/A Socioeconomically Disadvantaged - 54.7 Students with Disabilities -120.0 African American - N/A Asian - N/A Filipino- N/A Hispanic -49.5

	Native Hawaiian or Pacific Islander N/A White -86.4 Two or More Races - N/A	Native Hawaiian or Pacific Islander- N/A White -74.4 Two or More Races - N/a
LCFF Priority 4: Pupil Achievement on Statewide Assessments: California Assessment of Student Performance and Progress (CAASPP): Mathematics Academic Indicator: Distance from Standard (DFS)	All Students -85.2 English Learners -93.8 Long-Term English Learners - N/A Foster Youth - N/A Homeless - N/A Socioeconomically Disadvantaged - 87.4 Students with Disabilities-150.9 African American - N/A Asian - N/A Filipino - N/A Hispanic -82.3 Native Hawaiian or Pacific Islander - N/A White -102.1 Two or More Races- N/A	All Students -70.0 English Learners - 80.0 Long-Term English Learners - N/A Foster Youth - N/A Homeless - N/A Socioeconomically Disadvantaged - 76.4 Students with Disabilities -135 African American - N/A Asian - N/A Filipino - N/A Hispanic -70.0 Native Hawaiian or Pacific Islander - N/A White -90.1 Two or More Races - N/A
LCFF Priority 4: Percentage of English Learner students making progress on English Proficiency	Current Percentage of English Learners making progress: 36.6% Status Level: Orange	Current Percentage of English Learners making progress: 45% Status Level: Yellow
LCFF Priority 4: English Learner Reclassification Rate	Percentage of English Learners Reclassified:7.65%	Percentage of English Learners Reclassified:10.15%
LCFF Priority 8: Other Student Outcomes - NWEA ELA	"Achievement Percentile: All Grades: 27th All Grades (EL): 16th All Grades (Students with Disabilities): 7th Grade 1:17th Grade 2:30th Grade 3:17th Grade 4:29th Grade 5:25th Grade 6:35th	"Achievement Percentile: All Grades: 35th All Grades (EL): 25th All Grades (Students with Disabilities) 15th Grade 1:27th Grade 2:40th Grade 3:27th Grade 4:39th Grade 5:35th Grade 6:43rd
LCFF Priority 8: Other Student Outcomes - NWEA Math	"Achievement Percentile: All Grades: 28th All Grades (EL): 18th All Grades (Students with Disabilities)7th Grade 1: 20th Grade 2:31st Grade 3:17th Grade 4:33rd Grade 5:20th Grade 6:33rd	"Achievement Percentile: All Grades: 38th All Grades (EL): 27th All Grades (Students with Disabilities) 15th Grade 1: 30th Grade 2:40th Grade 3:28th Grade 4: 42nd Grade 5:30th Grade 6: 42nd

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures

<p>1.1</p>	<p>CSS IMPLEMENTATION</p> <p>A. Provide teachers and support staff with access to high-quality instructional resources and curriculum materials aligned with Common Core State Standards (CCSS) and Next Generation Science Standards (NGSS) to ensure consistency in Tier 1 instruction across all grade levels. Allocate instructional supplies based on grade-level needs and Leadership Team data analysis to ensure materials directly support implementation of district and site instructional initiatives.</p> <p>B. Utilize the Media Clerk and Elementary Media Center Coordinator (EMCC) to manage distribution of instructional materials, technology tools, digital resources (e.g., eBooks, software), and Makerspace activities that enhance student engagement and instructional access.</p> <p>C. Van Buren Elementary will implement a coordinated professional development plan aligned with site and district instructional priorities. This plan will include targeted training in the Science of Reading, structured literacy, and mathematical practices aligned to CCSS. Teachers will also engage in ongoing professional learning in English Language Development (ELD), culturally responsive teaching, and trauma-informed practices to address the needs of a diverse student population, including English Learners and students with disabilities.</p> <p>D. Dedicated PD for Special Education teachers focused on research-based strategies in reading and math to support students with disabilities in inclusive and specialized settings. Schoolwide implementation of structured writing routines, supported by training in scaffolded writing instruction and the development of a common writing rubric and instructional framework to support consistent expectations and progress monitoring across all grade levels.</p> <p>E. Use NWEA, formative and summative assessments, and teacher observations to guide lesson design, monitor student progress, and inform small group instruction and Tier 2 supports.</p> <p>F. Provide release time for General Education and Special Education teachers to collaborate in grade-level teams for: Standards review Data analysis Lesson planning Participation in professional learning walks and peer observations</p> <p>G. SIPPS as a Tier 2 reading intervention in targeted grades, based on student data. Train staff in implementation and develop aligned progress monitoring tools to support decision-making and track student growth.</p>	<p>All students prioritizing English Learners and Students with Disabilities</p>	<p>82,294 LCFF District -- 500 0707 2000-2999: Classified Personnel Salaries Elementary Media Center Clerk (EMCC) Salary (1.0)</p> <p>7837 LCFF Suppl/Conc -- 0707 4000-4999: Books And Supplies Materials and Supplies</p> <p>5025 LCFF Suppl/Conc -- 0707 5000-5999: Services And Other Operating Expenditures Maintenance Contracts, Copy Machine, Laminator, Poster Maker</p> <p>7375 LCFF Suppl/Conc -- 0707 1000-1999: Certificated Personnel Salaries Substitute Teachers</p> <p>4000 LCFF Suppl/Conc -- 0707 5000-5999: Services And Other Operating Expenditures Printing Supplies</p> <p>1000 Title I Basic -- 3010 4000-4999: Books And Supplies Library Resources</p> <p>7375 Title I Basic -- 3010 1000-1999: Certificated Personnel Salaries Substitute Teachers</p> <p>2300 Title I Basic -- 3010 4000-4999: Books And Supplies Materials and Supplies to support implementation of SOR and Math initiatives.</p>
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	<p>H.Promote a culture of effort and growth by implementing student recognition and testing incentive programs that celebrate progress on local and state assessments (NWEA, ELPAC, CAASPP).</p> <p>I.Strengthen family engagement through academic learning workshops that help families: Understand grade-level standards Navigate ELPAC, CAASPP, and district benchmark assessments Support student learning at home workshops will be accessible in multiple languages and supported with translated resources and take-home learning tools to promote a strong home-school connection.</p>		
1.2	<p>Inclusion through Intervention and Enrichment A. Literacy Support Teachers (LSTs) and Math Support Teachers (MSTs) will be provided to support classroom instruction and intervention efforts across grade levels. These support teachers will collaborate directly with classroom teachers to develop and implement strategies that address student learning gaps in reading and math. Deployment of LSTs and MSTs will be guided by data analysis from CAASPP, NWEA, and classroom-based assessments, with support prioritized for classrooms and grade levels demonstrating the greatest need. LSTs will focus on foundational reading skills such as phonemic awareness and fluency, while MSTs will support students in developing foundational math concepts and problem-solving skills.</p> <p>B. Support for English Learners: English Learners will receive 30 minutes of daily designated ELD (TK–6) and integrated ELD throughout the day. Bilingual Language Tutors (BLTs) will provide reinforcement in reading and math, aligned to content instruction.</p> <p>C. Support for Students with Disabilities (SDC/RSP): Students receiving special education services will be supported through a combination of pull-out and inclusive instructional models, led by Educational Specialists. Instructional support will focus on building foundational reading and math skills, using NWEA and other formal assessment data to guide planning and monitor growth.</p> <p>D. Extended Learning Opportunities: Students will be offered after-school and enrichment opportunities focused on remediation, acceleration, and preparation for CAASPP, ELPAC, and GATE participation. Activities will integrate academic support and social-emotional learning as appropriate. Extended learning</p>	All students prioritizing English Learners and Students with Disabilities	<p>42,038 LCFF Suppl/Conc -- 0707 1000-1999: Certificated Personnel Salaries Support Teacher Salary Split Funded</p> <p>126,113 Title I Basic -- 3010 1000-1999: Certificated Personnel Salaries Support Teacher Salary Split Funded</p> <p>176,939 Title I District -- 500 3010 1000-1999: Certificated Personnel Salaries Support Teacher Salary 100%</p> <p>60,296 LCFF Suppl/Conc -- 0707 2000-2999: Classified Personnel Salaries Bilingual Language Tutors Salaries (2)</p> <p>3,527 Title III LEP -- 4203 2000-2999: Classified Personnel Salaries Bilingual Language Tutor Salary Split Funded</p> <p>124 Title III LEP -- 4203 4000-4999: Books And Supplies Materials and Supplies to Support to Support QTEL implementation</p>

	<p>opportunities will be coordinated in collaboration with community-based organizations to offer both academic and social-emotional enrichment, aligned to student needs and interests.</p> <p>E. Supplemental Instructional Resources: Instructional materials will be provided to support inclusive and differentiated instruction in ELA, ELD, math, and science. Resources will be selected to meet the needs of EL, RSP, SDC, and GATE students, and may include manipulatives, decodable texts, instructional software, and other tools aligned to grade-level standards.</p> <p>F. Academic intervention systems will be paired with access to school-based wellness resources and, when appropriate, referrals to community mental health partners to support students holistically.</p>		<p>4800 LCFF Suppl/Conc -- 0707 1000-1999: Certificated Personnel Salaries Teacher Hourly</p> <p>4000 Title I Basic -- 3010 1000-1999: Certificated Personnel Salaries Teacher Hourly</p>
1.3	<p>Grade Level Transitions</p> <p>A. Early Learning Transitions (Preschool to TK/K and TK to K): Preschool, Transitional Kindergarten (TK), and Kindergarten teachers will meet collaboratively to plan for student transitions, align instructional practices, and share developmental readiness information. Resources, materials, and supplies will be purchased or developed to support students' successful entry into Kindergarten, including early learning tools and family-facing resources.</p> <p>B. Family Engagement for Kindergarten Entry: Kindergarten Orientation event will be hosted to provide parents and guardians with essential information, introduce key staff, and share strategies for preparing children for the academic and social expectations of Kindergarten. Van Buren will explore opportunities to partner with local early learning providers and community agencies to support school readiness and family access to developmental, health, and social-emotional resources during key transition points.</p> <p>C. Upper Grade Transition (6th to 7th Grade): 6th-grade teachers will be provided with release time to collaborate and coordinate with receiving staff to support student placement and readiness for the transition into middle school.</p>	Preschool, Transitional Kindergarten, and 6th grade students	<p>750 LCFF Suppl/Conc -- 0707 1000-1999: Certificated Personnel Salaries Substitute Teachers</p> <p>201 LCFF Suppl/Conc -- 0707 4000-4999: Books And Supplies Materials and Supplies</p>

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Van Buren Elementary School continues to enhance instructional practices to ensure students are college and career ready. Professional development has been structured to better align with targeted content standards, particularly in literacy and mathematics. In literacy, TK-2 teachers are implementing Heggerty for phonemic awareness, and K-2 teachers are using UFLI to strengthen foundational phonics instruction. Teachers in grades 3-6 have incorporated structured literacy components into English Language Arts, with a focus on vocabulary development and syllabication. Small group Tier 2 instructional practices are being refined to provide targeted support for struggling readers.

In mathematics, teachers across all grade levels are refining their instructional strategies to be more student-centered, using inquiry-based and conceptual math approaches. Professional development has emphasized California's Mathematics Framework to enhance core instructional strategies and ensure alignment with state standards. Collaboration among grade-level teams continues to support the development of conceptual understanding and problem-solving skills, fostering deeper engagement in mathematical learning.

Recent data analysis highlights notable progress. In English Language Arts, NWEA data indicates an increase in students at grade level from 19% in Spring 2023 to 28% in Spring 2024. However, students with disabilities remain a key focus area, scoring 142.4 points below the standard on the California School Dashboard, with only a 0.3-point increase compared to the 5.9-point gain for all students. The 2024 ELPAC assessment shows that 36.6% of students are making progress. In mathematics, students scoring at or above grade level on the NWEA increased from 14% in Winter 2024 to 28% in Winter 2025. The percentage of students scoring below standard on the CAASPP math assessment improved from 66.23% to 62.76%, a 3.47% increase, though students with disabilities still scored 150.9 points below the standard, necessitating continued intervention.

To further support growth, professional learning cohorts are now structured by grade bands, ensuring professional development is targeted to specific content needs. Early grade teachers are aligning their literacy instruction through UFLI and Heggerty, while structured literacy strategies are expanding across all grade levels. In math, ongoing PD and coaching are focusing on student-centered learning and number sense development. Increased collaboration between general education and special education teachers is also fostering alignment in instructional practices.

For the 2025-2026 school year, the next steps include expanding professional learning cohorts, refining small group Tier 2 interventions, strengthening site-wide literacy alignment, and increasing student engagement in mathematics through inquiry-based learning and problem-solving discussions. With these targeted adjustments and data-driven strategies, Van Buren Elementary remains committed to improving student outcomes and fostering a rigorous, research-based learning environment.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

A major difference affecting the 2024-2025 school year's implementation and budgeted expenditures has been salary increases, which have impacted funding allocations for various instructional supports. Additionally, the budgeted cost for substitute teachers differed from actual expenses due to the district's provision of resident substitute. The school site has also experienced a rise in printing costs, necessitating budget adjustments to ensure the continued availability of instructional materials while maintaining financial sustainability.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

To further enhance instructional practices and ensure coherence across initiatives, Goal 1, Action 1 has been revised to improve clarity and alignment with the Community Schools framework. Specifically, Actions 1.1E and 1.1F have been consolidated, as both address the strategic use of release time for teacher collaboration, planning, and instructional refinement. This adjustment streamlines efforts while reinforcing the importance of collaborative professional learning—an essential component of both high-quality instruction and the Community Schools model. The revised action supports a more integrated approach to educator support, resource efficiency, and shared responsibility for student success.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 2

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

All students will have a safe, orderly, and inviting learning environment.

Our goal is to cultivate a learning environment where all students feel safe, respected, and supported. This means creating a space that is orderly and predictable, allowing students to focus on learning. We also want it to be inviting and stimulating, fostering a love of discovery and a sense of belonging.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

All students will have a safe, orderly, and inviting learning environment.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

A review of school data, including attendance trends, school climate surveys, and PBIS implementation outcomes, highlights key areas where continued support and targeted interventions are needed to sustain progress and further improve student outcomes.

Attendance data indicates that while chronic absenteeism rates have decreased across all subgroups, students with disabilities continue to experience higher rates of absenteeism. The overall chronic absenteeism rate declined from 30.9% in 2022–23 to 22.6% in 2023–24, with notable reductions among English Learners (from 32.5% to 19.2%) and socioeconomically disadvantaged students (from 32% to 22%). However, students with disabilities still have a chronic absenteeism rate of 24.1%, underscoring the need for continued targeted interventions. Class competitions and family engagement initiatives have positively impacted attendance, emphasizing the importance of sustaining these efforts.

School climate survey results reveal progress in students feeling valued and connected to school, but perceptions of safety remain a concern. According to the Spring 2025 Panorama survey, only 54% of students reported feeling safe at school, a decrease from 57% the previous year. Additionally, 52% of students believe the school has a positive culture, and 59% report finding value in school—highlighting areas for continued growth. Many students attribute feelings of unsafety to incidents outside of school, reinforcing the need for stronger community partnerships and expanded social-emotional supports. Restorative practices focused on trust-building, empathy, and active listening, along with providing alternative spaces such as the student wellness room, are essential to fostering a safe and supportive school environment.

PBIS implementation has been strengthened through the addition of school-wide ROCK Days, which recognize students who meet behavior expectations. Events such as the Storybook Lane Carnival in October and the BMX bike assembly in February have reinforced positive behavior and increased student engagement. To further support students who struggle with Tier 1 expectations, Tier 2 behavioral and social-emotional interventions must be expanded.

To elevate student engagement and ownership, Van Buren Elementary is utilizing its newly formed student leadership team to foster student voice in schoolwide decisions. This platform empowers students to share feedback, shape initiatives, and take an active role in building a positive school culture.

To maintain and build upon these improvements, Van Buren Elementary must continue to refine attendance interventions, strengthen PBIS implementation, and expand social-emotional supports to ensure all students feel safe, connected, and motivated to succeed in school.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
LCFF Priority 1: Safe, Clean Functional School Facilities	Percentage of facilities meeting "Good Repair" status: 99% Source: 2024-25 School Accountability Report Card (SARC)	Percentage of facilities meeting "Good Repair" status: 100% Source: 2025-26 School Accountability Report Card (SARC)
LCFF Priority 5: School Attendance Rate	TK: 88.25 K: 91% 1: 90.3 % 2: 93.0 % 3: 92.0 % 4: 92.6 % 5: 93.2 % 6: 92.9 % Source: Student Information System P-2 report	TK: 90.0% K: 90% 1: 92% 2: 92% 3: 94% 4: 94% 5: 95% 6: 94% Source: Student Information System P-2 report
LCFF Priority 5: Chronic Absenteeism Rate	All Students 22.6% English Learners 19.2% Long-Term English Learners N/A Foster Youth N/A Homeless N/A Socioeconomically Disadvantaged 22.0% Students with Disabilities 24.1% African American N/A Asian N/A Filipino N/A Hispanic 22.4% Native Hawaiian or Pacific Islander N/A White 19.2% Two or More Races 33.3% Source: Fall 2024 Dashboard	All Students 18% English Learners 16% Long-Term English Learners N/A Foster Youth N/A Homeless N/A Socioeconomically Disadvantaged 18% Students with Disabilities 19.28% African American N/A Asian N/A Filipino N/A Hispanic 18% Native Hawaiian or Pacific Islander N/A White 15.36% Two or More Races 26.64% Source: Fall 2025 Dashboard
LCFF Priority 6: Pupil Suspension Rate	All Students 0% English Learners 0% Long-Term English Learners Foster Youth Homeless Socioeconomically Disadvantaged 0% Students with Disabilities 0% African American Asian Filipino Hispanic 0% Native Hawaiian or Pacific Islander White 0% Two or More Races 0% Source: Fall 2024 Dashboard	All Students 0% English Learners 0% Long-Term English Learners Foster Youth Homeless Socioeconomically Disadvantaged 0% Students with Disabilities 0% African American Asian Filipino Hispanic 0% Native Hawaiian or Pacific Islander White 0% Two or More Races 0% Source: Fall 2025 Dashboard
LCFF Priority 6: Pupil Expulsion Rate	All Students: 0% Source: Data Quest 2023-24	All Students: 0% Source: Data Quest 2024-25

LCFF Priority 6: School Climate Survey: School Safety	Percent favorable perceptions of student physical and psychological safety at school 57 % Source: Panorama Student Survey	Percent favorable perceptions of student physical and psychological safety at school 70% Source: Panorama Student Survey
LCFF Priority 6: School Climate Survey: Sense of Belonging	Percent favorable of how much students feel they are valued members of the school community. 47% Source: Panorama Student Survey	Percent favorable of how much students feel they are valued members of the school community. 70% Source: Panorama Student Survey
LCFF Priority 6: School Climate Survey: Teacher-Student Relationships	Percent favorable of how strong the social connection is between teachers and students within and beyond the classroom. 59% Source: Panorama Student Survey	Percent favorable of how strong the social connection is between teachers and students within and beyond the classroom. 70% Source: Panorama Student Survey

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	<p>Safe and Healthy School Environment</p> <p>A. Multi-Tiered System of Supports (MTSS) Teachers and staff will implement a Multi-Tiered System of Supports (MTSS) to meet students' social, emotional, behavioral, and academic needs. Staff will have access to a wide range of materials, interventions, and resources to ensure all students receive appropriate levels of support. Inclusion efforts will be supported through collaborative planning, resource allocation, and release time for staff. These efforts ensure that all students, including those with IEPs or SST plans, are fully supported in a proactive and inclusive learning environment.</p> <p>B. Safe and Healthy Learning Environment The school will foster a safe, healthy, disciplined, and drug-, alcohol-, and tobacco-free campus by organizing campuswide activities that promote positive behavior and awareness. Events may include school spirit weeks, Red Ribbon Week, anti-bullying assemblies, and digital citizenship education through Common Sense Media.</p> <p>C. Health and Emergency Preparedness The Health Care Aide will provide basic health services, support students with chronic health needs, and maintain communication with families regarding immunizations and health-related concerns. The Safety Coordinator will annually update the Safe School Plan in collaboration with administration and educational partners. The plan</p>	All Students	<p>63,730 LCFF District -- 500 0707 2000-2999: Classified Personnel Salaries Health Care Aide Salary</p> <p>400 LCFF Suppl/Conc -- 0707 4000-4999: Books And Supplies Playground Activities and/or Equipment</p> <p>200 LCFF Suppl/Conc -- 0707 4000-4999: Books And Supplies Emergency/Diaster Supplies</p> <p>700 LCFF Suppl/Conc -- 0707 2000-2999: Classified Personnel Salaries Classified Hourly</p>

	<p>includes emergency preparedness training, monthly fire drills, and lockdown/disaster drills. The coordinator will also ensure the campus is equipped with appropriate first aid and emergency supplies.</p> <p>D. Supervision and Student Support Activity Supervisors will support campus safety and student well-being through active supervision and reinforcement of school rules. They will participate in training focused on relationship building, SEL, conflict resolution, and culturally responsive practices. Supervisors will attend a minimum of three meetings annually to review supervision protocols and contribute to campus climate planning.</p> <p>E. Recess and Physical Wellness Resources Appropriate PE and recess equipment will be purchased and replenished throughout the year to encourage active and engaging play during recess and lunch, supporting physical health and peer interaction.</p> <p>F. Enrichment and Engagement Opportunities Students will participate in a variety of extended learning and enrichment opportunities designed to enhance their social-emotional development and engagement with school. Activities may include the 100-Mile Club, schoolwide STEAM events, Reading and Math Nights, Maker Space projects, and other interest-based clubs.</p> <p>G. Student Voice and Campus Feedback To ensure students feel heard and valued, the school will administer follow-up surveys (based on Panorama data) to gather more detailed feedback on school climate. Results will be analyzed as part of a root cause analysis process to inform action plans that address student needs.</p> <p>H. School Safety Monitoring and Student Leadership The student leadership team will partner with school administration to conduct safety walks and provide input through interviews or focus groups. These efforts aim to identify student concerns and promote shared responsibility for maintaining a safe and inclusive school environment.</p> <p>I. The student leadership group will collaborate with the PBIS/SEL team to organize schoolwide events that promote engagement, recognition, and a sense of belonging. Their input will help design meaningful incentives (e.g., ROCK Days), plan campus events, and support the development of a positive school culture.</p> <p>J. Educational partners will collaborate to create a welcoming, culturally responsive environment through physical space design, materials, and shared school climate goals. These efforts support</p>		
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	student safety, belonging, and engagement aligned with PBIS expectations.		
2.2	<p>Multi-Tiered System of Supports (MTSS)</p> <p>A. PBIS/SEL Instruction & Student Learning The PBIS/SEL coach, in collaboration with the PBIS/SEL committee, will lead the implementation of the PBIS/SEL framework. Teachers will deliver short, structured lessons focused on character traits and key SEL competencies. The Second Step program will be used as a core resource to support student development in social-emotional learning and wellness.</p> <p>B. Staff Support & Professional Learning The PBIS/SEL coordinator(s)/team will provide ongoing professional development and coaching to support lesson planning, instructional pacing, and effective behavior reinforcement strategies. Staff will receive targeted training in PBIS, SEL, and behavioral supports. Release time or additional hours will be provided to support effective implementation and collaboration.</p> <p>C. Data-Driven Decision Making (Behavior & Attendance) Regular PBIS/SEL team meetings will be held to review student behavior and Panorama survey data to guide the development of responsive interventions. Similarly, an attendance team will be formed to monitor attendance data and develop targeted action plans. Both teams will collaborate to address patterns and coordinate supports.</p> <p>D. Positive Reinforcement Systems To reinforce positive behavior and strong attendance, Van Buren has implemented a variety of meaningful incentives. All staff are encouraged to distribute Eagle Bucks to students who demonstrate ROCK expectations. Students may redeem their Eagle Bucks at the Rockin' Eagle Store, which is open biweekly. Students who consistently meet expectations also participate in ROCK Days—schoolwide celebrations recognizing positive contributions.</p> <p>In alignment with attendance goals, students with good or improved attendance will be recognized through a variety of engaging incentives, including special breakfast parties, monthly attendance parties, and class field trip competitions. Attendance incentives also extend to families, with events such as Crafting Together Days and Lunch on the Lawn, designed to strengthen the school-home connection and reinforce the importance of regular school attendance.</p> <p>E. Student Voice & Leadership The student leadership team will regularly meet with the PBIS Coordinator and/or PBIS team to provide input on schoolwide expectations, incentive</p>	All students	<p>2000 LCFF Suppl/Conc -- 0707 4000-4999: Books And Supplies Incentives, Materials, and Supplies</p> <p>480 LCFF Suppl/Conc -- 0707 1000-1999: Certificated Personnel Salaries Teacher Hourly</p> <p>1770 LCFF Suppl/Conc -- 0707 5000-5999: Services And Other Operating Expenditures Transportation- Student Field Trips</p>

	<p>structures, and initiatives that promote a positive and inclusive school culture.</p> <p>F. Mental Health & Wellness Support A part-time Behavioral Health Associate will provide mental health support to students. Referrals can be made by staff, teachers, or parents. In addition, Van Buren will continue to implement SART and SARB processes, referring families to support services such as mental health providers, conducting home visits, and addressing medical concerns that may affect attendance.</p> <p>G. Attendance Recovery & Communication To support recovery of lost instructional time, students will continue to have access to Saturday School, with enrichment materials available for engaging instruction. Family communication efforts will be expanded to ensure parents are aware of attendance concerns and opportunities for academic recovery.</p> <p>H. Schoolwide Engagement Activities To reinforce PBIS/SEL and attendance goals, materials and supplies will support schoolwide activities including assemblies, sensory paths, and celebratory events that promote school spirit, student belonging, and consistent attendance.</p> <p>I. Inclusion efforts will be supported through collaborative planning, resource allocation, and release time for staff. These efforts ensure that all students, including those with IEPs or SST plans, are fully supported in a proactive and inclusive learning environment.</p>		
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Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Van Buren Elementary has made progress in addressing chronic absenteeism and improving student engagement. Over the past year, chronic absenteeism rates have decreased across all subgroups, with the most reductions among English Learners and socioeconomically disadvantaged students. However, students with disabilities continue to have a high absenteeism rate, indicating a need for more targeted attendance interventions.

To encourage and reinforce positive attendance habits, the school has implemented various initiatives throughout the year, including Attendance Surprise Days, Attendance Awareness Spirit Week, and class competitions for attendance-based field trips. Additionally, Van Buren has introduced family attendance incentives to promote school engagement and highlight the importance of school for parents, such as "Craft Together" in December, "Lunch on the Lawn" in March, and "Fun on the Lawn" in May. As another incentive, special breakfast parties have been held for classes with the top attendance each month, celebrating their commitment to being present and engaged in learning. These efforts aim to build a strong school-home connection and create excitement around consistent attendance.

Student perceptions of school safety declined slightly, suggesting that additional efforts are needed to support students' emotional and psychological well-being. When students are asked why they do not feel safe, they often reference incidents happening outside of school, highlighting the need for broader community partnerships and resources to support student well-being beyond the campus environment. To foster a stronger sense of community and emotional support, students are participating in restorative practices focused on trust-building, empathy, and active listening. These efforts help build stronger relationships among peers and staff while promoting a positive and inclusive school culture. Additionally, a student wellness room is open on select days during recess and lunch, providing an alternative space for students who may need a quieter, more structured environment during their break times. This resource helps support students' emotional needs while offering them a safe and calming space.

While there has been moderate growth in students feeling valued and in teacher-student relationships, both remain below the desired targets. As part of our Tier 1 PBIS interventions, the school has introduced school-wide ROCK Days, which are incentive-based events where students who meet ROCK expectations are rewarded with engaging, on-campus activities. In October, students participated in a Storybook Lane Carnival, creating an exciting and enriching literacy-focused experience. In February, students were rewarded with a BMX bike assembly, which reinforced positive behavior while providing an engaging school-wide event. These incentives aim to promote a positive school culture and reinforce behavioral expectations in a meaningful and motivating way.

Additionally, the school is now working to strengthen Tier 2 levels of support in PBIS to meet the identified needs of students who continue to struggle with Tier 1 interventions.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Expenditures for salaries increased due to staff raises, reflecting the district-wide adjustments in compensation. Additionally, extra funding was allocated to purchase playground equipment to continue enhancing students' recess and outdoor play experiences. For PBIS, the school introduced the ROCK Day incentive, which included funding for the BMX bike show as a reward for students meeting behavior expectations. In support of attendance initiatives, spending increased to implement class competitions for attendance-based field trips, reinforcing positive attendance habits. The funding for these initiatives came from a combination of donations and discretionary funds, ensuring that students continued to benefit from engaging and motivational experiences.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

For the 2025–2026 school year, Van Buren Elementary will continue to implement the current actions outlined in this goal without any changes to the annual outcomes, metrics, or strategies. The school remains committed to utilizing attendance data to analyze and address low attendance rates among English Learners and students with disabilities, ensuring targeted interventions are in place to support both positive attendance and behavioral outcomes.

In addition to these efforts, the school will expand the use of field trips and on-campus events as strategic tools to encourage regular attendance and reinforce positive behavior, further strengthening student engagement and school connectedness.

To improve alignment and streamline efforts within the Multi-Tiered System of Supports (MTSS), Actions 2.3 (Attendance) and 2.4 (Inviting/Engaging Environment) have been consolidated into Actions 2.1 (Safe and Healthy School Environment) and 2.2 (PBIS/SEL Implementation). This revision not only enhances internal coherence but also supports Van Buren's role as a Community School, where safe, inclusive, and student-centered environments are foundational to school success.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 3

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

All students will feel connected to their school community through engaging educational practices and partnerships with parents and community.

We strive to build a strong school community where all students feel like valued members. This involves creating engaging educational practices that spark curiosity and make learning relevant. We also foster partnerships with parents and community members, allowing them to contribute to the learning experience and creating a support system that extends beyond the classroom walls. This collaborative approach ensures students feel connected, supported, and empowered to thrive.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

All students will feel connected to their school community through engaging educational practices and partnerships with parents and the community.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

A review of data and program implementation at Van Buren Elementary—guided by the Community Schools framework—highlights key areas requiring continued focus to enhance parent engagement, student connectedness, and overall school climate.

Parent engagement remains an area for growth, despite an increase in parent survey participation from 30–40 responses in previous years to 134 responses. While this indicates progress in outreach, overall participation in school programs and decision-making remains limited. In collaboration with the Community Schools initiative, the school will expand ongoing efforts such as monthly Parent Appreciation Days, Café Literario, and father-focused events (e.g., Macho Night, Bagels & Fathers) to deepen relationships with families. Bilingual communication and improved access to school resources remain central strategies to increasing equitable engagement.

Student engagement and leadership opportunities also continue to be a focus within the Community Schools model. While TK–6 students benefit from VAPA and Band programs, Van Buren is broadening enrichment options and establishing structured platforms for student voice. Events like cultural nights, the Black History Showcase, and after-school enrichment classes (e.g., arts, STEM) reflect this commitment. The student leadership team, led by a dedicated classroom teacher, plays an active role in decision-making and will help shape campus initiatives through school safety walks, student interviews, and feedback forums. and will help shape campus initiatives through school safety walks, student interviews, and feedback forums.

Social-emotional support and positive behavior systems must be continually reinforced to support student well-being. The school's PBIS framework, ROCK Days, and the Eagle Wellness Room have contributed to a positive climate, but there remains a need for strengthened Tier 2 interventions. In collaboration with community partners and under the guidance of the Community Schools plan, trust-building, empathy, and active listening practices, mentoring programs, and expanded behavioral health partnerships are being leveraged to provide more individualized support.

To address these needs, Van Buren Elementary will continue refining parent engagement strategies, elevating student leadership, and expanding enrichment and wellness systems—aligned with Community Schools principles—to ensure all students and families feel valued, supported, and connected to their school community.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent & Family Engagement: California School Parent Survey LCFF Priority 3	The percentage of parents who responded favorably to the question: This school encourages parents to be an active partner with the school in educating my child. 98.4% Source: LCAP Parent Survey Winter 2024-25	The percentage of parents who responded favorably to the question: This school encourages parents to be an active partner with the school in educating my child. 99% Source: LCAP Parent Survey Winter 2025-26
Parent & Family Engagement: California School Staff Survey LCFF Priority 3	The percentage of staff who responded favorably to the question: My school encourages parental involvement (engagement events, volunteerism, etc.). 100% Source: LCAP Staff Survey Winter 2024-25	The percentage of staff who responded favorably to the question: My school encourages parental involvement (engagement events, volunteerism, etc.). 100% Source: LCAP Staff Survey Winter 2025-26
Parent & Family Engagement: California School Parent Survey LCFF Priority 3	The percentage of parents who responded favorably to the question: Teachers communicate with parents about what students are expected to learn in class. 95.1% Source: LCAP Parent Survey Winter 2024-25"	The percentage of parents who responded favorably to the question: Teachers communicate with parents about what students are expected to learn in class. 96.5% Source: LCAP Parent Survey Winter 2025-26
Parent & Family Engagement: California School Staff Survey LCFF Priority 3	The percentage of staff who responded favorably to the question: My school effectively communicates with parents/guardians regarding student progress. 96.8% Source: LCAP Staff Survey Winter 2024-25	The percentage of staff who responded favorably to the question: My school effectively communicates with parents/guardians regarding student progress. 98% Source: LCAP Staff Survey Winter 2025-26

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.1	PARENT Engagement A. Increase parent engagement by providing opportunities for families to participate in school-sponsored events, advisory committees, and district/community events. Families will be	All Students	853 Title I Parent Involvement -- 3010 1902 4000-4999: Books And Supplies

<p>encouraged to engage through Back-to-School Night, ELAC, SSC, Parent Appreciation Coffee, family engagement nights, and other school-based activities that foster communication between home and school. Outreach efforts will include multiple forms of communication, such as printed flyers, digital messaging, and in-person invitations, to ensure accessibility and participation.</p> <p>B. Assist parents in understanding academic content, achievement standards, ELD standards, ELPAC testing, state and local academic assessments, and Title I requirements. This will be achieved through structured informational sessions during Back-to-School Night, parent-teacher conferences, GATE meetings, SSC, ELAC, Parent Appreciation Coffee events, and other targeted workshops. Parents will receive resources, guides, and training on how to monitor their child's progress and collaborate with educators to support student achievement.</p> <p>C. Provide translation and interpretation services through the translator, clerk typist, and other designated staff members to ensure that all school communication is accessible in English and Spanish. Staff will also assist parents with translation needs during meetings and events to remove language barriers to participation.</p> <p>D. Facilitate community liaison support to strengthen communication between the school and families. The Community Schools Teacher on Special Assignment (TSA) and the Community Ambassador will work collaboratively to promote two-way communication, support outreach and event participation, gather parent feedback, and ensure that parent voices are represented in SSC, ELAC, and DAC decision-making processes.</p> <p>E. Materials and refreshments for parent meetings and activities on campus, including, but not limited to, GATE parent meetings, SSC meetings, ELAC meetings, and Parent Appreciation Coffee events.</p> <p>F. Encourage parent input and leadership through structured opportunities to participate in surveys, forums, and advisory groups. Parents will be informed about Van Buren's Title I program, GATE program, EL program, and other instructional supports and will be invited to provide recommendations and feedback to guide the monitoring and evaluation of the SPSA through committees such as SSC, ELAC, and the District GATE Advisory Committee. Families will have increased roles in advisory and decision-making bodies, including the Community Schools Council, SSC, and ELAC, ensuring authentic input is used to guide SPSA goal development and implementation. Increase opportunities for families to serve on school committees and provide input</p>		<p>Materials for Parent Involvement Meeting</p> <p>400 Title I Parent Involvement -- 3010 1902 2000-2999: Classified Personnel Salaries Hourly Clerical</p> <p>540 Title I Parent Involvement -- 3010 1902 2000-2999: Classified Personnel Salaries Hourly Classified</p> <p>200 LCFF Suppl/Conc -- 0707 4000-4999: Books And Supplies Materials and Supplies includes refreshments.</p>
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	<p>into SPSA goals, especially through the Community School Council, ELAC, and SSC.</p> <p>G. Provide capacity-building opportunities for families. Offer training on how to support student learning at home, understand trauma-informed practices, and navigate school systems. Parent leadership development programs and ambassador roles will promote inclusive, sustained engagement.</p>		
3.2	<p>STUDENT ENGAGEMENT</p> <p>A. Promote a positive school culture by fostering student participation in inclusive, respectful, and collaborative activities. Through cultural events, classroom-based community building, and restorative practices, students will develop stronger connections to school and peers.</p> <p>B. Expand extracurricular and enrichment opportunities by increasing access to academic clubs, arts programs, leadership groups, and VAPA courses in multiple disciplines. These offerings will be available throughout the year and informed by student surveys to reflect their interests and promote creativity and school connectedness.</p> <p>C. Provide meaningful leadership opportunities through a student leadership team, peer mentoring, and student-led initiatives. Students will have a role in shaping school events, engagement strategies, and campus improvement efforts.</p> <p>D. Reinforce positive behavior and social-emotional development through PBIS systems, including ROCK Days, student recognition, and targeted Tier 2 SEL supports. These programs will be integrated with mentoring and mental health services.</p> <p>E. Build staff capacity to engage families and support student voice Provide professional development focused on culturally responsive family engagement, restorative practices, trauma-informed care, and inclusive leadership. Staff will collaborate with the Community Schools TSA and site leadership to implement practices that reflect a welcoming and inclusive school climate.</p> <p>F. Recognize and celebrate student achievements through inclusive and meaningful school-wide recognition systems. These efforts will be designed and supported in collaboration with the Community Schools Teacher on Special Assignment (TSA) to ensure alignment with culturally responsive and student-centered practices that promote motivation, equity, and school pride.</p> <p>G. Support attendance and engagement through targeted interventions for students identified as at</p>	All Students	<p>1000 LCFF Suppl/Conc -- 0707 4000-4999: Books And Supplies Materials to Support student initiatives</p> <p>800 Title I Basic -- 3010 1000-1999: Certificated Personnel Salaries Hourly, Teacher</p>

	<p>risk. Outreach, mentorship, and incentives will be used to improve daily attendance and promote belonging.</p> <p>H. Empower student voice in decision-making by engaging student leaders in planning school events, improving school culture, and providing regular feedback to site leadership. Listening circles, student focus groups, and surveys will serve as primary feedback tools. Involve students in reviewing school data and co-developing solutions. Students will participate in structured opportunities (e.g., data walks, student panel reflections, leadership team meetings) to analyze Panorama results, school climate data, or attendance patterns. This input will inform site planning, particularly around student engagement and school connectedness.</p> <p>I. Support for Inclusion through Planning and Resources Inclusion efforts will be supported through collaborative planning, resource allocation, and release time for staff. These efforts ensure that all students, including those with IEPs or SST plans, are fully supported in a proactive and inclusive learning environment.</p> <p>J. Technology Integration for Engagement The administration and educational partners will support technology integration as a way to increase student engagement, access, and voice. This aligns with PBIS efforts to foster environments where students are motivated to participate and connect learning with real-world applications.</p> <p>K. Media Center Clerk and Maker Space The Media Center Clerk will support enrichment and engagement by expanding access to diverse materials in the Maker Space and library, contributing to a positive and stimulating learning environment for all students.</p> <p>L. The student leadership group will collaborate with the PBIS/SEL team to organize schoolwide events that promote engagement, recognition, and a sense of belonging. Their input will help design meaningful incentives (e.g., ROCK Days), plan campus events, and support the development of a positive school culture.</p>		
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Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

At Van Buren Elementary, there is a need for increased parent engagement and student connectedness to improve school climate and community involvement. While parent survey results indicate favorable responses regarding school communication and engagement efforts, the data is based on input from only 134 parents. However, this represents a significant increase from the previous year, where only 30 to 40 parents participated in the survey. Despite this improvement, overall participation in school surveys and events remains low, underscoring the need for more targeted outreach efforts to encourage greater parent engagement with the school and its initiatives.

Parent survey responses showed an increase from 95% in Spring 2024 to an expected 97% in Spring 2025 in parents who feel encouraged to be active partners in their child's education. Staff perception of parental engagement remains at 100%, reflecting a belief that the school fosters parent involvement. However, the limited number of parent responses suggests that many families are not fully engaged in school initiatives.

During the 2024-2025 school year, Van Buren Elementary focused on expanding student activities and building community partnerships to address engagement concerns. The school hosted a variety of events to foster stronger family connections, including Let's Taco About Literacy Night, STEAM Night, the One School One Book initiative, family attendance incentives, Glitter, Glimmer, and Craft Together, Lunch on the Lawn, the Winter Wonderland Dance, and an upcoming Fun on the Lawn event. The year was also kicked off with a Back to School BBQ to welcome families to the school community.

Through Community Schools, additional events were offered, including craft events for families, the Day of the Kid event, and a Mom-to-Mom Painting Night. Another key event was the Black History Art Showcase, where students engaged in literature about various African American artists and had the opportunity to replicate their artwork, connecting history with hands-on creativity.

The school has also integrated more Parent Appreciation Coffee events in the mornings to meet and connect with families. Parent volunteer opportunities have expanded with the introduction of the Eagle Moms group, which assists on campus by prepping materials, and the Rockin' Dads group, which supports students during lunchtime once a week. These efforts aim to create more meaningful connections between families and the school community.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

The main cost difference in implementing the strategies and activities for Goal 3 was in printing costs. To improve parent engagement and increase participation in school events, more printed flyers were sent home with students to advertise upcoming activities. Data showed that printed materials led to a higher response rate from families compared to digital communication alone. As a result, the budget for printing costs was higher than originally planned to ensure families remained informed and engaged with school events and initiatives.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

For the 2025–2026 school year, Van Buren Elementary has refined and consolidated several Action Items under Goals 3.1 and 3.2 to enhance clarity, streamline implementation, and strengthen alignment with the Community Schools Action Plan. These adjustments ensure greater coherence across strategies related to family engagement, student enrichment, and equitable access to information and resources.

As a result of these changes, all Action Items under 3.1 and 3.2 have been adjusted to reflect more cohesive, efficient strategies that align with Van Buren's ongoing commitment to the Community Schools framework—emphasizing collaboration, inclusivity, and family partnership in support of student success.

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$323,971.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$609,067.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I Basic -- 3010	\$141,588.00
Title I District -- 500 3010	\$176,939.00
Title I Parent Involvement -- 3010 1902	\$1,793.00
Title III LEP -- 4203	\$3,651.00

Subtotal of additional federal funds included for this school: \$323,971.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
LCFF District -- 500 0707	\$146,024.00
LCFF Suppl/Conc -- 0707	\$139,072.00

Subtotal of state or local funds included for this school: \$285,096.00

Total of federal, state, and/or local funds for this school: \$609,067.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Title I Basic -- 3010	141,588	0.00
Title I District -- 500 3010	176,939	0.00
Title I Parent Involvement -- 3010 1902	1,793	0.00
Title III LEP -- 4203	3,651	0.00
LCFF Suppl/Conc -- 0707	139,072	0.00
LCFF District -- 500 0707	146,024	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF District -- 500 0707	146,024.00
LCFF Suppl/Conc -- 0707	139,072.00
Title I Basic -- 3010	141,588.00
Title I District -- 500 3010	176,939.00
Title I Parent Involvement -- 3010 1902	1,793.00
Title III LEP -- 4203	3,651.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	370,670.00
2000-2999: Classified Personnel Salaries	211,487.00
4000-4999: Books And Supplies	16,115.00
5000-5999: Services And Other Operating Expenditures	10,795.00

Expenditures by Budget Reference and Funding Source

Budget Reference

Funding Source

Amount

2000-2999: Classified Personnel Salaries	LCFF District -- 500 0707	146,024.00
1000-1999: Certificated Personnel Salaries	LCFF Suppl/Conc -- 0707	55,443.00
2000-2999: Classified Personnel Salaries	LCFF Suppl/Conc -- 0707	60,996.00
4000-4999: Books And Supplies	LCFF Suppl/Conc -- 0707	11,838.00
5000-5999: Services And Other Operating Expenditures	LCFF Suppl/Conc -- 0707	10,795.00
1000-1999: Certificated Personnel Salaries	Title I Basic -- 3010	138,288.00
4000-4999: Books And Supplies	Title I Basic -- 3010	3,300.00
1000-1999: Certificated Personnel Salaries	Title I District -- 500 3010	176,939.00
2000-2999: Classified Personnel Salaries	Title I Parent Involvement -- 3010 1902	940.00
4000-4999: Books And Supplies	Title I Parent Involvement -- 3010 1902	853.00
2000-2999: Classified Personnel Salaries	Title III LEP -- 4203	3,527.00
4000-4999: Books And Supplies	Title III LEP -- 4203	124.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	535,994.00
Goal 2	69,280.00
Goal 3	3,793.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members
- 0 Secondary Students

Name of Members	Role
Kimberly Lambert	Principal
Julie Villasenor	Classroom Teacher
Donald Warhop	Classroom Teacher
Jason Atkinson	Classroom Teacher
Miriam Hesselgrave	Other School Staff
Jessica Martinez	Parent or Community Member
Dolores Troncoso	Parent or Community Member
Matthew T. Fosdick	Parent or Community Member
Maria Bizarro	Parent or Community Member
Angel Angeles	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature

Committee or Advisory Group Name

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on May 15, 2025.

Attested:



Principal, Kimberly Lambert on May 15, 2025



SSC Chairperson, Matthew T. Fosdick on May 15, 2025

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp) pursuant to California *Education Code (EC)* Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with *EC* 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below.

Instructions: Table of Contents

- [Plan Description](#)
- [Educational Partner Involvement](#)
- [Comprehensive Needs Assessment](#)
- [Goals, Strategies/Activities, and Expenditures](#)
- [Annual Review](#)
- [Budget Summary](#)
- [Appendix A: Plan Requirements for Title I Schoolwide Programs](#)
- [Appendix B: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

Additional CSI Planning Requirements:

Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

Additional ATSI Planning Requirements:

Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Within California, these stakeholders are referred to as educational partners. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Educational Partner Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

Additional CSI Planning Requirements:

When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

Additional ATSI Planning Requirements:

This section meets the requirements for ATSI.

Resource Inequities

This section is required for all schools eligible for ATSI and CSI.

Additional CSI Planning Requirements:

- Schools eligible for CSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the CSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Additional ATSI Planning Requirements:

- Schools eligible for ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the ATSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Comprehensive Needs Assessment

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

SWP Planning Requirements:

When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

CSI Planning Requirements:

When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

ATSI Planning Requirements:

Completing this section fully addresses all relevant federal planning requirements for ATSI.

Goals, Strategies/Activities, and Expenditures

In this section, a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Additional CSI Planning Requirements:

When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA’s LCAP.

Additional ATSI Planning Requirements:

When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Goal

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach.

A S.M.A.R.T. goal is:

- Specific,
- Measurable,
- Achievable,
- Realistic, and
- Time-bound.

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the Dashboard and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of

adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

Additional CSI Planning Requirements:

When completing this section for CSI, the school must include school-level metrics related to the metrics that led to the school's eligibility for CSI.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.
Complete the table as follows:

- **Strategy/Activity #:** Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- **Description:** Describe the strategy/activity.
- **Students to be Served:** Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- **Proposed Expenditures:** List the amount(s) for the proposed expenditures. Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to *EC* Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.
- **Funding Sources:** List the funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Planned strategies/activities address the findings of the comprehensive needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

Additional CSI Planning Requirements:

- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.

Note: Federal school improvement funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

- When completing this section for ATSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
- When completing this section for ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the ATSI designation.

Note: Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

Annual Review

In the following Goal Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Goal Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal.

- Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between the intended implementation and/or material difference between the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

Note: If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.

Additional CSI Planning Requirements:

- When completing this section for CSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal CSI planning requirements.
- CSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI planning requirements.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal ATSI planning requirements.
- ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for ATSI planning requirements.

Budget Summary

In this section, a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp.

Note: *If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.*

Additional CSI Planning Requirements:

- From its total allocation for CSI, the LEA may distribute funds across its schools that are eligible for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Note: *CSI funds may not be expended at or on behalf of schools not eligible for CSI.*

Additional ATSI Planning Requirements:

Note: *Federal funds for CSI shall not be used in schools eligible for ATSI.*

Budget Summary Table

A school receiving funds allocated through the ConApp should complete the Budget Summary Table as follows:

- **Total Funds Provided to the School Through the ConApp:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving funds from its LEA for CSI should complete the Budget Summary Table as follows:

- **Total Federal Funds Provided to the School from the LEA for CSI:** This amount is the total amount of funding provided to the school from the LEA for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the Schoolsite Council (SSC). The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need).
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to:
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved.
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
 - B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will:
 - a. Provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. Use methods and instructional strategies that:
 - i. Strengthen the academic program in the school,
 - ii. Increase the amount and quality of learning time, and
 - iii. Provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. Strategies to improve students' skills outside the academic subject areas;
 - ii. Preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. Implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the LEA (may include funds allocated via the ConApp, federal funds, and any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
 1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to:
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: Title 34 of the *Code of Federal Regulations* (34 *CFR*), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. *EC* sections 64001 et. seq.

Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements

For questions or technical assistance related to meeting federal school improvement planning requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with educational partners (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);
2. Include evidence-based interventions (*Sections: Strategies/Activities, Annual Review and Update, as applicable*) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf>);

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC Section 64001[a]* as amended by Assembly Bill 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the LCAP and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC Section 52062[a]* as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

CSI Resources

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/csi.asp>
- **CSI Webinars:** <https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp>
- **CSI Planning Summary for Charters and Single-school Districts:**
<https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp>

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC* Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC* Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/tsi.asp>
- ATSI Planning and Support Webinar:
<https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf>
- ATSI Planning Summary for Charters and Single-school Districts:
<https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp>

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

- Programs included on the ConApp: <https://www.cde.ca.gov/fg/aa/co/>
- ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>
- Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Updated by the California Department of Education, October 2023